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AUTHOR Haggard, Carrol
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ABSTRACT

The small college communication curriculum must, by necessity, be more limited than that of the university. However, it can still fulfill the needs of its students while responding to external curriculum requirements, such as those of the institution, accrediting agencies, professional societies, and employers. Two approaches to curriculum development involve creating a model curriculum that contains all the courses that any communication department, regardless of its size, should offer and identifying the competencies a curriculum should encompass. However, a nonprescriptive essential curriculum containing only two required courses and offering at least one course in each of seven different communication experience areas could provide a communication major appropriate to students and local needs. (Materials outlining the curriculum suggestions are appended.) (EL)

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FROM ESSENTIAL ELEMENTS TO AN ESSENTIAL CURRICULUM:

A MODEL

CARROL HAGGARD

Department of Communication & Theatre

McMurry College
Abilene, Texas 79697

Presented at the

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FROM ESSENTIAL ELEMENTS TO AN ESSENTIAL CURRICULUM: A MODEL

ABSTRACT

This paper examines the philosophical foundations of the small college communication curriculum. Both the rationale and consequences of limited course offerings are examined. The effects of external groups on a department's curriculum are chronicled. Finally, based on the first two sections, two models of an essential curriculum are examined. The paper concludes by advancing a framework which can serve as the foundation to an essential curriculum.

FROM ESSENTIAL ELEMENTS TO AN ESSENTIAL CURRICULUM: A MODEL

The educational curriculum of Texas is in a state of flux. House Bill 72, passed by the Texas legislature in the summer of 1984, mandates the curriculum of the public schools in the state. This curriculum is based upon "essential elements." (The essential elements for high school speech communication courses are included in Appendix A.) Colleges must now certify, and the students must pass examinations proving, that graduates have developed competency in these areas. Further, this curriculum examination is being extended to include higher education (Davis, 1985). Therefore, the state has forced instututions of higher learning in Texas to re-examine and modify their curriculum. This paper examines the influence of such external criteria on the curriculum of the small college. Specifically, this paper examines the small college communication department in terms of: (1) the rationale for and consequences of limited course offerings, (2) external (to the department) curriculum requirements, and (3) a curricular model for responding to those requirements.

RATIONALE FOR A LIMITED CURRICULUM

The curriculum problems faced by the small college are significantly different than those faced by the large university. In the large university, a student can virtually custom design his/her major from the myraid of courses offered in the department. However, in the small college, it is not unusual for the total offering of the department to barely exceed the number of courses required for the major. The reasons for such a

limited curriculum exist both on the philosophical as well as the practical level.

Philosophically, the department must reflect the goals of the overall institution. Many small college communication departments operate within a liberal arts framework. Since liberal arts institutions seek to develop well-rounded individuals, a broad, general education is valued over narrow academic specialization. As a result, many liberal arts colleges limit the number of courses a department can offer. For example, McMurry College limits the number of courses a department can offer to twice the number required for a major, and has as a goal 1½ times the number required for the major (McMurry, 1983). As a further control on curricular size, McMurry requires that a course which has not been taught for three years be dropped from the catalog (McMurry, 1983).

Beyond philosophic concerns, curriculum decisions are frequently made on the basis of purely pragmatic reasons. The practicalities of faculty size, availability of equipment, the number of sections of required service (basic) course(s), and demands for offering popular courses in order to build enrollment often play a determining role in the direction of the department's curriculum. Little is gained if courses are in the curriculum but are never taught due to faculty availability. For this reason, Mix (1984) advocates that courses be taught on a two year cycle. Hence, the curriculum must be geared to the size of the faculty. Faculty size also interacts with faculty preparation. The small college requires the faculty to be generalists, capable of and willing to teach a variety of courses each semester (Mix 1984). Although he/she may be generalist, an individual

is capable of staying current in only a limited number of areas. This factor also calls for realistic limitations on the curriculum.

While limitations on the size of the small college curriculum are justified, both philosophically and pragmatically, such limitations are not without their consequences. Due to its smaller number of course offerings, it is incumbunt on the small college department to identify, as precisely as possible, the skills/knowledge required of its students. The curriculum, then, must reflect and focus on those student needs. In considering this problem, the small college communication department must wrestle with the issue of how to meet both the campus-wide needs for an effective basic course and the curricular needs of communication majors and minors. One approach (Lerstrom, 1985), is to use undergraduates to assist in the teaching of the basic course. However, since most small colleges identify themselves as "a teaching institution where undergraduate instruction is the primary concern" (Kuhr, 1984, p. 47), this is not likely to be a widely employed option. A more viable alternative is to integrate the basic (service) course(s) into the curriculum for majors and minors. For this option to function effectively, the basic course must be relevent to both majors and non-majors, fulfilling the needs of both. Where fulfillment of this dual function is accomplished, the basic course is a valuable asset, as it solves one problem frequently encountered as a result of a limited curriculum.

The curriculum of the small college is, then, of necessity, limited in scope. Although the curriculum may lack the breadth of a large university, it must, none-the-less, fulfill the needs of its students.

The small college department's curriculum must be designed to insure that it affords the student a sound foundation in the discipline. Additionally, a department's curriculum must be responsive to its external influences.

EXTERNAL CURRICULUM REQUIREMENTS

A college's curriculum is not determined in isolation. The college is held accountable by various accrediting agencies. Additionally, a given department's curriculum is assessed by the institution, by the standards of its respective learned society, and is ultimately (and some would argue, most importantly) validated in the marketplace through the employment of its graduates. Each of these agents influences, and to some degree controls, a college's curriculum.

Institutional influences upon a department's curriculum are, perhaps, greatest at the small college level. At the small college, philosophical issues can, and do, significantly affect a department's curriculum. A liberal arts institution wishes its department's to offer courses reflective of that approach. The liberal arts approach affects not only the courses which can and can not be added to a department's curriculum, but also those which it may drop.

Perhaps the single most important factor influencing a department's curriculum is the degree of institutional support received by that department. Institutions which place a premium on oral communication skills reflect that commitment in the number of programs which require students to take a communication class. However, this commitment often results in a mixed blessing. While it is admirable that some colleges require all of their students to take a communication course (as McMurry

does), this results in a significant commitment of the communication faculty to teaching the basic course(s).

Unfortunately, the philosophical commitment to oral communication skills when not supported by a concomitant commitment in faculty, severely limits the opportunity to offer other communication courses. In any case, as noted above, the institutional commitment in terms of the size of the department's faculty directly affects the size and scope of the curriculum.

At the institutional level, in addition to the institution's degree of commitment to the department, student interest, or lack thereof, can significantly affect the shape of a department's curriculum. Wakefield (83) suggests that with declining enrollments "it is now necessary to consider the student's perspective in program planning if we wish to maintain or increase our enrollments...." (p.21). This view is confirmed by Smitter and MacDoniels (85) when they observe: "The pressure in speech communication departments.... will be to teach those classes which have high enrollments" (p.49). While this is a serious concern for all institutions, it is compounded for the small department by the rapid expansion of the field in many diverse directions (Smitter & MacDoniels, 1985). The diversity of student interests is reflected in Wakefield's (1983) survey of student attitudes toward communication courses. In her survey, twenty-five different classes were rated as being of sufficient interest that over fifty per cent of the students indicated an interest in taking those courses. Thus, the small college communication department finds itself pulled in opposite directions. The institution, for philosophical and pragmatic reasons, applies its influence to limit the department's curriculum. At the same time, however, students appear to be exerting

pressure to expand the offerings to include a greater variety of courses. Such a dilemma may leave the small college communication department grasping for a sense of direction. Fortunately, external standards may provide some degree of guidance for departments.

Validation of a department's curriculum by the state accrediting agency is especially relevant for teacher education programs. In order to certify teachers, a department's curriculum must be certified by the state. As noted in the introduction, the State of Texas has recently adopted a new state-wide public school curriculum. Currently, at the high school level, speech is offered as an elective, and a school district is not required to offer speech courses. However, if a school wishes to offer speech, it can offer: Introduction to Communication, Public Speaking, Debate, Oral Interpretation and/or Introduction to Radio-Television. If a high school wishes to offer one, or more, of these classes, each class must include all of the essential elements identified for that class (see Appendix A). The state has thus, standardized and mandated the curricular content of high school courses.

Although these essential elements are written for the public school curriculum, they are impacting the curriculum at the college level. Since newly certified high school speech teachers will be teaching these elements, the state is concerned that they have mastered this material. Therefore, all teacher education graduates will be tested over the content for all five courses. Thus, the "back to basics" movement is affecting the college curriculum, presenting an interesting turn of events. Traditionally, changes in curriculum at the college level have filtered their way down, creating changes at the secondary level. However, as a result of this legislation,

it is the secondary curriculum which is affecting the curriculum of higher education. (Rather than a "trickle down" approach, we are operating under a "trickle up" scenerio.)

Another force for curriculum examination and evaluation is found in the new accreditation standards recently adopted by the Southern Association of Colleges and Schools (1984). Those standards require institutions, and departments to identify their program goals. In addition, both the departments and institutions must demonstrate methods of assessing their success in achieving those goals. This focus on educational goals and outcomes is forcing institutions and departments to examine the purposes and objectives of their curriculam. Such an examination promotes the kind of careful analysis needed to develop a meaningful goal-oriented curriculum.

Another source of curricular validation comes from professional societies. The Speech Communication Association (no date) has established standards for effective oral communication programs. These standards provide one means of determining what communication educators view as characterizing the effective program. The relevant characteristics for the curriculum include: being based on current theory and research; being related to other content areas; providing a range of speaking and listening experiences, including varying situations, purposes, audiences, forms, and styles; including skill development; and allowing the reticent student opportunities to participate. In order to meet the standards set within the profession, any curriculum must address these characteristics.

Finally, a department's curriculum is influenced and validated by the employment record of its graduates. Numerous authors have identified communication skills as being valuable job skills (Alfred & Ritter, 1984;

and Harper & Bowers, 1984). However, the more specific the analysis, the greater the guidance offered in curricular design. A recent article by Parcells (1985) indicated the specific skills broadcast managers were seeking. Generally those skills related to the technical aspects probably available only in a program focusing exclusively on journalism or mass communication. Lockwood and Boatman (1975) provide more specific information from their survey of business persons identifying the communication skills their business requires. Their survey identified eleven communication skills required to function effectively in the business world. Those skills are: small group facilitation, interviewing, problem-solving, public relations, listening, persuasion, motivation, conflict resolution, speaking competence, relationship building, and questioning techniques. While this list represents only one sample, it does provide a useful insight into the communication skills the business world feels to be important. Therefore, in evaluating our curriculum, the prudent department will insure that these important job skills are addressed in the curriculum.

Thus, the small college communication department faces a number of external considerations in framing its curriculum. The department is frequently pulled in opposite curricular directions by its students and the institution as a whole. In addition, the department must also insure that its curriculum is responsive to both state and regional accrediting agencies; the profession, as represented by the Speech Communication Association; and provide the job skills that employers are seeking. Balancing these competing, and sometimes contradictory, needs is no small task. The necessity of limiting the curriculum further compounds the problem. While this task is not an easy one, it is one that the small college

department must address in order to do justice to its students by way of the curriculum it offers them.

CURRICULAR MODELS

While there has been a long standing concern and debate over departmental curriculum, recently, there seems to be an impetus to do something about that concern. The movement toward action is reflected in the workshop on "An Essential Curriculum for the Small College Department" held this past summer at Hope College in Holland, Michigan. The workshop, organized by Roger Smitter and Joseph MacDoniels, sought to reach a consensus as to what constitutes the essential curriculum.

The goal of establishing an essential curriculum is certainly an admirable one. Once the essential curriculum is established, uniformity between programs and departments would be enhanced. More importantly, the process of identifying the essential curriculum would result in the identification of the central concepts and competencies of the communication discipline. Concepts which in essence define the discipline. Therefore, the development of an essential curriculum would provide a significant advance for the entire discipline.

While it is easy to recognize the need for a common set of concepts and competencies, agreeing on those concepts and competencies is a more difficult task (Schmidt, 1982). The difficulty in reaching such an agreement is reflected in a recent article by Smitter and MacDoniels (1985). A review of small college catalogs led them to conclude:

> No common denominator exists across programs at small colleges, Not only are majors likely to be different, there is no common sense course, let alone sequence of courses, which exists as a requirement at the colleges sampled. Even the most frequently occuring requirement, public speaking, was demanded of all students at fewer than half of the schools sampled. (p.50)

A similar, although more restricted, conclusion is evident in Strickland's (1983) review of Texas colleges. She found five courses to be required by a majority of the colleges. Those courses include: voice and diction, small group communication, oral interpretation, debate, and methods of teaching speech and drama. Additional course work is selected from various "blocks" of courses.

In addition to recognizing that it is difficult to reach agreement on a common set of concepts and competencies and that such an agreement obviously does not yet exist, the problems inherent to the establishment of an essential curriculum should be noted. Three inherent problems are discussed. First, since the curriculum of the small college must of necessity be limited, it is possible, perhaps even likely, that an essential curriculum will be the curriculum. Since the minimum may, in some cases, be the maximum, care needs to be taken in establishing the essential curriculum. Second, if an essential curriculum is rigidly defined, programs where partial non-compliance or slight modifications occur may be labeled as failing to possess the essential curriculum, and thus being inadequate. The use of the word "essential" may lead to hasty and unnecessarily harsh judgments of programs merely because their program has a missing or modified element. Third, and most importantly, we must be careful to insure that we do not equate "major" with"curriculum." A major indicates a specific course of study, whereas the curriculum refers to all of the courses offered in a

department. It is one thing to establish a list of courses which all communication departments should offer, however, it is quite another thing to map out a prescribed list of courses that all communication majors should take. This distinction is of paramount importance, for while the first task is difficult, the second may well be impossible, given the current state of the discipline. Unfortunately, in the literature, it is sometimes difficult to clearly distinguish between these two concepts. When authors make assessments about the curriculum based on the presence or absence of common course requirements, they muddle the issue. The requirement, or lack thereof, of a specific course in a major may give an indication of the philosophy and goals of the total curriculum, but it cannot, and should not, be used as a measure of the adequacy of the total curriculum. Additionally, focusing on the major compounds the problems of a limited course offering. While the typical major consists of approximately ten courses (3 hours each), the department's curriculum may contain as many as twenty courses. The task of developing an essential curriculum is difficult enough without adding the extra burdens required by limiting the discussion to the major.

Although it may be possible to develop an essential curriculum, each department must be allowed to develop its own major. Aside from the difficulty involved in reaching an agreement over the structure and composition of a standardized major, there are four reasons which justify diversity within the requirements for a major. First, each college needs to build its own major in a method that will represent the department as a department of character (Smitter, 1985). Second, the major must remain flexible in order to meet the needs of the local market. Ternent (1984)

notes that most small colleges are sensitive to the society around them and meet the needs of the market segment which is uniquely matched to their capabilities" (p. 42). The requirements within a major must allow the flexibility to fulfill the needs of individual students (Wakefield, 1983), and the community. This may include a course in cross-cultural communication, which may be more essential for purposes of basic functioning in some parts of the country than in other areas. Flexibility within the major is also required due to the existence of external controls over the curriculum. When the college's governing body is seeking to eliminate duplication of programs, diversity in the requirements for the major may well be the key to survival (Welsh, 1984). Similarly, when Texas required teacher education programs in speech communication to focus on the essential elements, colleges within the state should have the freedom to establish such an emphasis. Since the high school curriculum in Texas follows a traditional performance emphasis, it is hardly reasonable to either require other colleges to join the bandwagon, or deny Texas colleges the opportunity to produce classroom speech communication teachers.

Thus, the requirements for a major need to remain flexible enough so as to enable a department to meet local needs and circumstances. While the major needs to be flexible, requirements for the curriculum are determined, in part, by external agencies. The crucial question becomes: how to achieve the flexibility needed for a major while at the same time meeting the curricular requirements mandated by external agencies? A department's curricular offerings must fulfill both of these needs. Both goals can best be achieved when the department's curriculum is organized around a central principle or is based on a model. Therefore,there are two approaches to establishing an essential curriculum.

One approach to developing an essential curriculum is to develop a model curriculum. Such a model would contain all of the courses which any communication department, regardless of its size, should offer. The "Essential Undergraduate Curriculum in Speech Communication" workshop held at Hope College this past summer resulted in the development of such a curricular model (see Appendix B).

While this proposed model curriculum is fundamentally sound, a central organizing principle is not readily apparent. By merely surveying the proposed curriculum, it is difficult to determine why these courses were included or others excluded, and more importantly, specifically what this curriculum accomplishes. Perhaps only an explanation is in order. Additionally, while this approach provides a fairly comprehensive curricular model, it is subject to all of the problems noted above. It is especially susceptible to the problem of confusing requirements for a major with those of a curriculum. However, these problems are inherent to any attempt to describe a curriculum by the listing of specific courses.

The second approach to developing an essential curriculum is to identify the competencies a curriculum should encompass. Fundamentally, this is what Texas attempted to do with the establishment of "essential elements" for the public school curriculum. The essential elements identify the competencies a student must master in a given course (see Appendix A). The essential elements, developed with input from the Texas Speech Communication Association, describe the field of communication from a performance orientation. A survey of seven institutions reveals a consistent approach by colleges to insure their teacher education students have mastered the essential elements. Since the essential elements are closely tied to specific courses, colleges require

five common courses of their students in order to prepare them to teach the essential elements. Those courses are: public speaking, interpersonal communication (or, a one course combination of the two), debate, oral interpretation, and introductory mass media. Although the student must have a minimum of twelve advanced hours, those courses are not specified, and institutional requirements vary widely. While this curriculum is appropriate for the public schools it was designed for, it is not sufficient for a collegiate model of an essential curriculum. However, by focusing of competencies, it establishes the first step; the collegiate curriculum merely needs to extend the concept by focusing on competencies.

Based on a competency approach, this paper advocates a "Non-Prescriptive Essential Curriculum." This model, rooted in the liberal arts tradition, attempts to describe, rather than prescribe, the characteristics of an essential curriculum. McMurry's liberal arts core curriculum serves as an analogy. Our core curriculum is organized by experience areas rather than specific courses. For example, one experience area seeks to develop an appreciation of the arts. In fulfilling this experience area, students may select courses from art, cinema studies, music or theatre. It is the objective,not specific courses, which constitutes the focus of the requirement.

There appears to be no reason why the essential curriculum of a communication department could not be organized in a similar fashion. Therefore, this model has only two required courses (one, if they are covered in a combined course): public speaking and interpersonal communication. These two courses are selected since they provide the foundation for most, if not all, of the rest of the curriculum. In addition to these two required courses, departments would offer at least one course in each of seven

different communication experience areas. Those areas include: interpersonal communication, skill development, interpretation, rhetoric/ communication theory, professional communication, social communication, and topics in communication (see Table I). Thus, at a minimum, the curriculum would contain nine courses. Precisely which courses and how many courses are in each area would be determined by each department based on its curricular size restrictions, local needs, strengths of the faculty, etc. A communication major appropriate to both student and local needs could be constructed from the department's offerings.

This curricular schema increases the flexibility of each department. The model curriculum proposed above (p.13) may be too broad for some institutions, thereby requiring them to combine courses (Mix, 1984) in order to achieve the breadth of coverage it requires. The non-prescriptive curriculum eliminates the necessity for making such a combination, unless that is the desire of the particular department. This model is also flexible since it is dynamic rather than static. A curriculum which consists of a list of courses represents a freeze-frame view of the discipline. Time will require changes in the course listings. However, the provision for such change is an integral part of the proposed framework. Finally, this proposal is flexible by allowing each department to determine its own needs and to offer courses which fulfill those needs. As a result of its inherent flexibility, this proposal fulfills the basic requirements identified earlier in this paper. It allows the curriculum to be whatever size a department can handle. The flexibility of the proposed framework, therefore, allows the department to meet the needs of students, the faculty, the institution, and accrediting agencies.

There are some who will argue that this proposal is not an essential curriculum. They are partially correct, since it is not a prescriptive list of "must" courses. However, the non-prescriptive curriculum establishes a framework whereby students can acquire knowledge and skills. After all, if our goal is to develop students' critical and analysis skills, does it really matter whether that analysis is of an ancient, contemporary, or British speaker? The proposed framework focuses on skill development and concept acquisition rather than mastery of a fixed set of courses.

CONCLUSION

This model insures curricular uniformity by focusing on the competencies all communication departments should cover, while at the same time, providing the curricular diversity a department needs. This model is prescriptive in its framework, not its content. This is an important distinction since Smitter (1985) asserts that a department needs an organizing principle in order to establish itself as a department of character. The Non-Prescriptive Essential Curriculum is one method of establishing such departments of character.

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TABLE I

Non-Prescriptive Essential Curriculum

Required Courses:

Public Speaking

Interpersonal Communication

Communication Experience Areas *

SKILL DEVELOPMENT

- Debate
- Advanced Public Speaking
- Forensics
- Listening
- Parliamentary Procedure
- Technical & Scientific Information

INTERPERSONAL

- Dyadic-Relational
- Male/Female
- Nonverbal
- Group
- Conflict
- Cross-Cultural
- Intrapersonal
- Family

INTERPRETATION

- Reader's Theatre
- Storytelling
- Dramatic
- Voice & Diction

SOCIAL

- Persuasion
- Political
- Social Movements
- Leadership
- Media Effects
- Social Change

RHETORICAL/COMM.THEORY

- Rhetorical Theory
- American Rhetoric
- British Rhetoric
- Free Speech
- Ethics
- History of Speech
- Rhetorical Analysis

PROFESSIONAL COMM.

- Legal
- Health
- Business & Professional
- Interviewing
- Organizational Comm.
- Teaching Speech
- Directing Forensics

TOPICS

- Research Methods
- Senior Seminar
- Internship
- Independent Study

* Courses are illustrative only, not an exhaustive list.

Course placement in an area depends on the focus of the course. For example, Persuasion could fit under Skill Development, Social or Interpersonal, depending on the specific emphasis of the course content.

APPENDIX A

(v) Introduction to speech communication (½-1 unit). Introduction to speech communication shall include the following essential elements:

(1) Communication as process. The student shall be provided opportunities to:

(A) develop awareness of the importance of communication; and

(B) demonstrate an understanding of the elements of the communication process.

(2) Self as communicator. The student shall be provided opportunities to:

(A) analyze and assess the role of self and perception in communication effectiveness; and

(B) recognize ethical and social responsibilities of a communicator.

(3) Communication in interaction. The student shall be provided opportunities to demonstrate competence in:

(A) the use of appropriate nonverbal symbols;

(B) recognizing and selecting appropriate oral verbal symbols;

(C) listening; and

(D) giving, receiving, and evaluating feedback.

(4) Communication in democratic group processes. The student shall be provided opportunities to:

(A) develop awareness of the importance of group process;

(B) analyze the purposes, functions, and roles of members for a variety of kinds of formal and informal groups;

(C) develop skill in conflict diagnosis and management in the group process;

(D) demonstrate competence in a variety of formal group discussion formats; and

(E) demonstrate the use of parliamentary procedure for group effectiveness.

(5) Communication through public address—speech preparation. The student shall be provided opportunities to:

(A) select and limit appropriate topics for public speaking;

(B) choose a general purpose to meet the speaker's intent such as informing, persuading, promoting social cohesion, and entertaining;

(C) use effective research skills to gather information and support data;

(D) organize and outline speeches through use of chronological, spatial, cause-effect, problem-solution, or topical patterns of organization;

(E) utilize logical, ethical, and emotional appeals for support and amplification of ideas; and

(F) compose effective introductions, transitions, and conclusions for the speech.

(6) Communication through public address—speech presentation. The student shall be provided opportunities to:

(A) develop competence in impromptu, extemporaneous, manuscript, and memorized modes of delivery;

(B) utilize effective vocal and nonverbal techniques in speech presentation; and

(C) refine skills of diction, enunciation, pronunciation, articulation, and grammar.

(7) Communication as public address—speech analysis. The student shall be provided opportunities to:

(A) develop skills of speech analysis through a study of written speech models;

(B) acquire and utilize specific criteria for the evaluation of public speeches;

(C) identify and evaluate the speaker's use of logical, ethical, and emotional forms of proof; and

(D) present analytical critiques of speeches in both oral and written forms.

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(z) Public speaking I, II, III (½-1 unit). Public speaking I, II, III shall provide a program that includes the following essential elements:

(1) Concepts of rhetoric. The student shall be provided opportunities to:

(A) become acquainted with the concepts of classical rhetoric;

(B) become acquainted with the concepts of Aristotelian modes and proof; and

(C) analyze methods used by speakers and writers in dealing with these concepts.

(2) Outstanding public speakers of the past and present. The student shall be provided opportunities to:

(A) assess elements of style, technique, and development; and

(B) analyze various types of appeal such as to logic, to emotion, and to audience values.

(3) Topic selection. The student shall be provided opportunities to:

(A) become acquainted with the process and criteria for selecting ideas for public communication such as choosing the subject, discovering ideas within the subject, shaping ideas to suit the audience, purpose, and occasion; and

(B) analyze scope of topic and possible methods for development.

(4) Library and non-library research skills. The student shall be provided opportunities to:

(A) become acquainted with a variety of research sources ranging from standard reference volumes to interviews;

(B) evaluate research as to quality and application; and

(C) develop methods of notetaking and filing for the purpose of preserving and retrieving research information.

(5) Organization of ideas. The student shall be provided opportunities to:

(A) formulate an effective introduction for various speeches;

(B) formulate an effective conclusion for various speeches;

(C) choose the appropriate internal pattern for various speeches;

(D) utilize relevant, varied, and interesting forms of proof to support the ideas of various speeches; and

(E) formulate effective transitional devices by which to progress smoothly and logically from one idea to another in various speeches.

(6) Selection of language. The student shall be provided opportunities to:

(A) recognize and use various rhetorical devices such as repetition, analogy, antithesis, parallelism, and figurative language;

(B) recognize the elements of verbal style such as concreteness, clarity, appropriateness, and economy; and

(C) recognize and use defensive/nondefensive-producing language and various motive appeals.

(7) Preparation and presentation. The student shall be provided opportunities to:

(A) distinguish among manuscript, extemporaneous, and impromptu speeches; and

(B) recognize the purpose of and practice the presentation of various types of speeches.

(8) Delivery skills. The student shall be provided opportunities to:

(A) distinguish between verbal and nonverbal skills; and

(B) recognize and use diction, voice control, posture and gesture, eye contact, and confidence.

(9) Listening skills. The student shall be provided opportunities to:

(A) become acquainted with the differences between hearing and listening;

(B) become acquainted with the barriers to effective listening; and

(C) improve listening skills through listening to and evaluating a variety of speeches.

(10) Evaluation skills. The student shall be provided opportunities to establish criteria for the analysis and evaluation of public address.

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(w) Oral interpretation I, II, III (½-1 unit). Oral interpretation I, II, III shall include the following essential elements:

(1) Definition of interpretation. The student shall be provided opportunities to:
  (A) explore interpretative reading;
  (B) communicate with an audience; and
  (C) suggest potential of literature.

(2) Literary merit. The student shall be provided opportunities to:
  (A) understand universal appeal; and
  (B) experience uniqueness of literary works.

(3) Determination of meaning. The student shall be provided opportunities to:
  (A) understand the nature of meaning;
  (B) develop responses to meaning;
  (C) experience the emotional impact; and
  (D) perceive individual styles of authors and literary types.

(4) Role of the interpreter. The student shall be provided opportunities to:
  (A) present literature based on the author's intent; and
  (B) recreate intellectual, emotional, and aesthetic aspects of literary works.

(5) Selection of literature. The student shall be provided opportunities to:
  (A) identify the nature of the audience;
  (B) examine literary genre; and
  (C) appraise personal preferences.

(6) Analysis of literature. The student shall be provided opportunities to:
  (A) define the author's purpose or attitude;
  (B) recognize the author's structure; and
  (C) determine the author's style.

(7) Performance techniques. The student shall be provided opportunities to:
  (A) evaluate the audience;
  (B) expand vocal potential;
  (C) implement the use of the body;
  (D) use the manuscript; and
  (E) answer the demands of literature relative to period, time, style, and locale.

(8) Adaptation of literature. The student shall be provided opportunities to:
  (A) preserve the author's intent;
  (B) maintain literary form and style;
  (C) reach the specific need of the situation; and
  (D) provide proper introduction and meaningful transitions suitable to the literature.

(9) Performance of literature. The student shall be provided opportunities to:
  (A) present and recreate the literature in individual presentations; and
  (B) present and recreate the literature in group performances.

(10) Criteria for evaluation. The student shall be provided opportunities to:
  (A) select criteria for appraising individual technique; and
  (B) design guidelines for audience reaction.

(x) Introduction to radio and television (½ unit). Introduction to radio and television shall include the following essential elements:

(1) History of the broadcast media. The student shall be provided opportunities to analyze the facts about and evaluate the significance of:

(A) changing patterns of radio programming;
(B) radio broadcasting and its functions today; and
(C) television's emergence and pervasiveness.

(2) Functions of broadcast media. The student shall be provided opportunities to distinguish among the four functions of broadcasting and how they differ on commercial, public, and community access stations:

(A) entertainment;
(B) information;
(C) education; and
(D) advertising/persuasion.

(3) Laws and ethical considerations affecting broadcast media. The student shall be provided opportunities to recognize reasons for and laws concerning:

(A) federal regulation of the broadcast industry;
(B) censorship and freedom of speech;
(C) political campaigning and media; and
(D) determination and dissemination of news.

(4) Impact of radio and television on society. The student shall be provided opportunities to evaluate:

(A) influence on the individual;
(B) impact on a democratic society;
(C) cultural unification; and
(D) immediacy of communication.

(5) Production of radio and television programs. The student shall be provided opportunities to learn about:

(A) economics of broadcasting;
(B) station personnel and management;
(C) selection of subject matter and talent;
(D) application of radio and television programming for use by other curriculum areas; and
(E) technical aspects of production.

(6) Radio and television script composition. The student shall be provided opportunities to learn and refine through writing:

(A) organization and clarity of ideas;
(B) effective use of language;
(C) adaptation of content to specific audience;
(D) creativity and style; and
(E) adherence to timeframe.

(7) Production techniques. The student shall be provided opportunities to learn and practice:

(A) vocal techniques used in broadcast;
(B) performance techniques to achieve camera presence; and
(C) functions and responsibilities of production team members.

(8) Role of the broadcast media consumer. The student shall be provided opportunities to recognize and respond to:

(A) fact and opinion in newscasts, commercials, and documentaries;
(B) critical appreciation of quality programming; and
(C) advertising strategies.

(9) Careers and continued study in broadcasting. The student shall be provided opportunities to provide encouragement for and familiarization with:

(A) the varied spectrum of broadcast career opportunities;
(B) career competencies needed for entry level into the field; and
(C) higher level and post-secondary study of broadcasting.

(10) Evaluation and assessment. The student shall be provided opportunities to establish criteria for:

(A) the promotion of high standards in the writing, producing, directing, and performance of broadcast presentation;
(B) the measurement of learning skills; and
(C) the evaluation of production projects.

(y) Debate I, II, III (½-1 unit). Debate I, II, III shall provide a program that includes the following essential elements:

(1) Specific formats and forums for debate. The student shall be provided opportunities to examine the structure of:

(A) debate in a democratic society;
(B) congress/legislative debate;
(C) Lincoln/Douglas debate;
(D) standard debate; and
(E) Oregon debate (cross examination).

(2) Processes of logic and critical thinking. The student shall be provided opportunities to analyze reasoning forms and approaches.

(3) Reading experiences. The student shall be provided opportunities to:

(A) examine diverse sources; and
(B) increase close reading skills through research and preparation of material.

(4) Written single-issue briefs. The student shall be provided opportunities to brief affirmative or negative arguments in outline form.

(5) Resolution interpretation. The student shall be provided opportunities to explore the resolution through definitions, potential issues, use of "should," and unique requirements of value and fact topics.

(6) Affirmative case construction. The student shall be provided opportunities to develop a prima facie case with attention to fiat powers, organizational approach, plan components, solvency proofs, burden of proofs, inherent obligations, and topical correctness.

(7) Negative case construction. The student shall be provided opportunities to clarify stock issues, defense of status quo, counter plans, presumption, direct refutation, minor repairs, extra-topicality, and uniqueness.

(8) Listening to cross-examination as witness, questioner, or auditor. The student shall be provided opportunities to refine spontaneous response through:

(A) questioning techniques;
(B) listening accuracy;
(C) witness obligations; and
(D) carry-through in argumentation.

(9) Oral, aural, and written evaluation of arguments. The student shall be provided opportunities to refute individual arguments within debate format(s) through extensions of arguments, flowing of arguments, and clashing with case.

(10) Presentation of debate. The student shall be provided opportunities to test the accrued abilities or reading, writing, listening, speaking, and analyzing through competitive tournament debating.

(-a-) Independent study/speech (½-1 unit). Independent study/speech shall include the following essential elements:

(1) Activities individually designed for high-achieving students. The student shall be provided opportunities to do one or more of the following:

(A) conduct research;
(B) produce original work in print or in some other medium;
(C) develop an advanced skill; and
(D) study extensively in a specific area of interest.

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